

U.S. Department of Education
2011 - Blue Ribbon Schools Program
A Public School

School Type (Public Schools): ☐ Charter ☐ Title 1 ☐ Magnet ☐ Choice
(Check all that apply, if any)

Name of Principal: Mr. Scott Moore

Official School Name: Waialua Elementary School

School Mailing Address: 67-020 Waialua Beach Road
Waialua, HI 96791-9608

County: Honolulu State School Code Number: 231

Telephone: (808) 637-8228 E-mail: scott_moore@notes.k12.hi.us

Fax: (808) 637-8225 Web URL: http://www.waialuael.k12.us

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Mrs. Kathryn S. Matayoshi Superintendent e-mail:
Kathryn_Matayoshi@notes.k12.hi.us

District Name: State of Hawaii District Phone: (808) 627-7480

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mr. Garrett Toguchi

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

11HI3

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2010-2011 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2005.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

11HI3

All data are the most recent year available.

DISTRICT

1. Number of schools in the district: 185 Elementary schools
(per district designation) 39 Middle/Junior high schools
42 High schools
22 K-12 schools
288 Total schools in district
2. District per-pupil expenditure: 12412

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Small city or town in a rural area
4. Number of years the principal has been in her/his position at this school: 5
5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	3	1	4		6	42	31	73
K	44	39	83		7	0	0	0
1	35	39	74		8	0	0	0
2	35	42	77		9	0	0	0
3	42	36	78		10	0	0	0
4	42	31	73		11	0	0	0
5	36	40	76		12	0	0	0
Total in Applying School:								538

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native
32 % Asian
0 % Black or African American
3 % Hispanic or Latino
36 % Native Hawaiian or Other Pacific Islander
20 % White
8 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2009-2010 school year: 17%
 This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred to the school after October 1, 2009 until the end of the school year.	32
(2)	Number of students who transferred from the school after October 1, 2009 until the end of the school year.	59
(3)	Total of all transferred students [sum of rows (1) and (2)].	91
(4)	Total number of students in the school as of October 1, 2009	538
(5)	Total transferred students in row (3) divided by total students in row (4).	0.17
(6)	Amount in row (5) multiplied by 100.	17

8. Percent limited English proficient students in the school: 10%
 Total number of limited English proficient students in the school: 53
 Number of languages represented, not including English: 8
 Specify languages:

Cebuano/Visayan, Portuguese, Ilokano, Spanish, Lao, Tagalog, Mandarin, and other.

9. Percent of students eligible for free/reduced-priced meals: 50%
 Total number of students who qualify: 270

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 8%
 Total number of students served: 43

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>3</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>8</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>19</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>3</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>9</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>27</u>	<u>7</u>
Special resource teachers/specialists	<u>7</u>	<u>0</u>
Paraprofessionals	<u>5</u>	<u>7</u>
Support staff	<u>13</u>	<u>0</u>
Total number	<u>53</u>	<u>14</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 20:1

13. Show the attendance patterns of teachers and students as a percentage. Only high schools need to supply graduation rates. Briefly explain in the Notes section any student or teacher attendance rates under 95% and teacher turnover rates over 12% and fluctuations in graduation rates.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	95%	95%	95%	95%	94%
Daily teacher attendance	95%	92%	96%	95%	94%
Teacher turnover rate	5%	5%	11%	8%	3%
High school graduation rate	0%	0%	0%	0%	0%

If these data are not available, explain and provide reasonable estimates.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

Graduating class size:

Enrolled in a 4-year college or university

_____ %

Enrolled in a community college

_____ %

Enrolled in vocational training

_____ %

Found employment

_____ %

Military service

_____ %

Other

_____ %

Total

_____ **0%**

PART III - SUMMARY

11HI3

Waialua Elementary School is a rural school on the North Shore of Oahu, in the State of Hawaii. Waialua is a former sugar mill community town of less than 4,000 residents that continues to recover from the 1996 closure of the mill. The school serves about 500 students in a diverse community, which includes children and grandchildren of Filipino mill employees. Filipino and Hawaiian or Part-Hawaiian students comprise about 65% of the school's population, with a steady flow of immigrant children from the Philippines. About 50% of the students attending Waialua Elementary participate in the Free and Reduced-Price Lunch Program.

Despite the challenges faced by its community and serving a population largely comprised of vulnerable and disadvantaged children, Waialua Elementary has a legacy of success and innovation; making Adequate Yearly Progress under *No Child Left Behind*; and receiving recognition as a Hawaii State "Distinguished School" three times in the last decade. This is accomplished within a school culture that emphasizes equal measures of compassion, nurturing and a disciplined drive to attain academic excellence. Equal parts of nurture and rigor are used to fulfill the school's purpose in teaching the children knowledge, academic skills and habits of mind and behavior they will need to become high achievers and to fulfill their lifelong aspirations.

The special level of support that the Waialua Elementary staff provides is a tradition at Waialua Elementary. Waialua Elementary is a place that promotes Hawaii's values to families and community. Some of the staff grew up on the sugar plantation that served the mill; others have grown up in Waialua and attended Waialua Elementary as children. Most of the staff's children attend this school. Waialua Elementary is family oriented and supportive of the children and their families. The cafeteria manager prepares turkey dinners and the staff collects and distributes donated gifts for families adopted by Waialua Elementary at Thanksgiving and Christmas. A school store is maintained where donated clothing and household items are collected and an inventory maintained to meet the needs of the students and their families.

Waialua Elementary is the only elementary school in the State to offer interest based "academies" to the students. Waialua Elementary academies offer Media, Hydroponics, Robotics, Hawaiian Dance, Recycling, Music, and many others. The academies are project, interest, and real world-based, and for many students, it is said, one of the best parts of the student's day since it provides the motivation and encouragement to get them through the daily rigorous academic curriculum.

Waialua Elementary grant funds are used to make large investments in technology. All students have access to computers and computer based curriculum. The children create podcasts, blogs, and wikis. Due to school-wide wireless networks it is common place to see the students carrying laptops out of their classrooms, working in groups and participating in computer based projects in and out of the classroom settings. After school tutoring and summer school are also provided through grants and federal funding. Each of the regular homeroom classes has an extra adult, a part-time teacher or paraprofessional to support the students in small groups and differentiated instruction.

Waialua Elementary has an exemplar staff that include, five district teachers of the year, three Milken Award winners, four National Board Certified teachers, an Eisenhower Math state teacher of the year, and a winner of the Presidential Award for Math and Science teaching.

So what does this all add up too? Waialua Elementary is a school with 50% of its students classified as "disadvantaged," On the 2010 Hawaii State Assessment, Waialua Elementary disadvantaged students had a reading proficiency rate of 81%. This exceeds the proficiency rate for the general population of 85% of the other public elementary schools in the state of Hawaii. Waialua Elementary disadvantaged students had a proficiency rate of 61% in math. This is higher than the general population scored for 75% of the other public elementary schools in the state of Hawaii.

With respect, I assert that Waialua Elementary has a Blue Ribbon staff, Blue Ribbon practices, and Blue Ribbon results.

1. Assessment Results:

The 2010 state test results, as required by the NCLB law, were strong indicators of success for Waialua Elementary school. These results were impressive whether one is looking for improvement over time, a favorable comparison to the other schools in the state, or a favorable comparison to schools nationwide.

Waialua Elementary 2010 state assessment was comprised of two different kinds of assessments – one based on Hawaii’s state education standards, and the other – The TerraNova assessment – a national norm-referenced assessment for reading and math. Hawaii schools make Annual Yearly Progress (AYP) under the No Child Left Behind Act by demonstrating proficiency rates on the annual standards-based reading and math assessments. Both tests are calibrated so that a student score of 300 or better is considered "proficiency." The test scores are also broken down into levels of proficiency (*meets proficiency* and *exceeds proficiency*) and levels of non-proficiency (*approaches proficiency* and *well below proficiency*). For 2010, these are the scores for the levels at 6th grade: 352 and above exceeds proficiency; 300 to 351 meets proficiency; 271 to 299 approaches proficiency; and 270 and below is well below proficiency.

For the 2010 school year, the state required that 58% of students tested show proficiency (meets or exceeds) in reading and 46% of students show proficiency (meets or exceeds) in math for a school to make Annual Yearly Progress. According to that criteria, Waialua Elementary had 83% of its students demonstrate proficiency for reading and 66% demonstrate proficiency in math.

Do these scores show significant improvement? Here are the reading and math proficiency rates in column form from 2006 through 2010 for Waialua Elementary:

Year	Reading Proficiency Rates	Math Proficiency Rates
2006	56%	41%
2007	71%	62%
2008	71%	66%
2009	78%	60%
2010	83%	66%

As you can see, the 2010 scores represent an increase of 27% in reading and 25% from math compared to the 2006 state assessment scores.

So, how do the state scores rank in terms of other Hawaii public elementary schools? Waialua’s 83% proficiency rate for reading puts it in the top 15% of public elementary schools statewide. What about the disadvantaged population at Waialua Elementary? About 50% of students at Waialua Elementary fall into the “disadvantaged” subgroup in the school. The disadvantaged population at Waialua Elementary had a proficiency rate of 81% - still within the top 15% of public elementary schools in the state.

For math the Waialua Elementary student’s proficiency rate was 66% for the general population and 61% for the disadvantaged subgroup. This puts the school in the top 25% of the state for public elementary schools, even if you use the disadvantaged proficiency rate.

The achievement gap between the general population and our "disadvantaged" subgroup was 2% for reading and 5% for math. We have no other subgroup that is large enough to be consistently reported for No Child Left Behind Data. In some years, for some grades, we do have data for Hawaiian students that

show an achievement gap of more than 10%. To address this, we provide free afterschool tutoring and free summer school for those students with lagging scores.

In comparison to the rest of the state, Waialua's scores are very good. Especially if you consider that Waialua Elementary compares favorably to many suburban schools that are in affluent neighborhoods, with a disadvantaged population that is a small fraction compared to Waialua Elementary.

The next question is: how did Waialua perform on its national, norm-referenced, TerraNova assessment? The national norm on the TerraNova reading and math assessments for 2010 was 77%.

If you average the norms for Waialua's testing grades, 3rd to 6th, Waialua's reading norm on the TerraNova was **88%** for reading and **87%** for math. Waialua Elementary is beating the national norms by 11% and 10% respectively, as a rural school with nearly half the students in the "disadvantaged" category. For the 6th grade students at Waialua Elementary, 93% of the students scored average or above for reading and 90% of the students scored average or above for math. This beats the national norms for 6th grade by 14% and 15%, respectively.

Waialua Elementary finds their assessment scores encouraging and believe that Waialua Elementary is on the right track.

The Hawaii State Assessment is based on state standards. These standards can be viewed in substantial detail at <http://standardstoolkit.k12.hi.us/index.html>

Waialua Elementary state assessment reports can be found at: <http://arch.k12.hi.us/>

2. Using Assessment Results:

The staff of Waialua Elementary considers assessment data to be a very precious commodity; both internal and external assessment data help us plot our course as a school. Teachers are not only given access to data, they are provided time to analyze the results and use it to guide instruction.

At the start of each year, every classroom teacher receives two data matrixes. The first shows how all their incoming students did on internal and external assessments from the previous year. Each teacher has a data snapshot for each student, allowing them to develop appropriate grouping and differentiation strategies.

The second matrix shows each teacher how their students performed on the previous year's assessments. The matrix also shows how other students in the same grade level performed. Teachers can then reflect on the effectiveness of their classroom instruction, in absolute terms and compare them with other teachers in the same grade level.

As the year unfolds, teachers are able to reflect on a plethora of data available during weekly articulation meetings. During these meetings each grade level examines how its students are improving from previous year starting with baseline assessments and moving towards attaining end of year learning goals and targets.

Waialua Elementary also uses data to evaluate and select teaching strategies, curriculum materials, and professional development initiatives. The school leadership team of grade level chairpersons and School Community Council are constantly briefed regarding student and school data. These two groups provide valuable input to administration in the ongoing decision making process to improve teaching and learning at Waialua Elementary.

3. Communicating Assessment Results:

There are a number of methods that Waialua Elementary uses to communicate achievement data to students, parents, and the community. Students are briefed on their formative and summative assessment results directly by their teachers. Teachers communicate student results to parents via beginning of the year conferences, student planners (that go home daily), phone calls and follow up conferences as needed. The school transmits general school achievement data through notices home regarding NCLB status reports, a monthly newsletter, a school blog, and monthly meetings with the School Community Council. The school strives to make all our communications as clear and concise as possible.

Administration has an open door policy for parents, families, and community members and meets with anyone asking for clarification. Teachers also try to be very proactive in keeping parents and families informed and are always willing to phone, email, or meet with parents and families to address any questions or concerns in a timely manner.

4. Sharing Lessons Learned:

The principal at Waialua Elementary attends three levels of principal meetings: complex, area and district. At all three of these levels, the Complex Area Superintendent provides school leaders with the opportunity to articulate and share school level experiences. The Waialua principal has many opportunities each year to consult with fellow principals and glean new understanding and strategies regarding school improvement. These meetings also provide opportunities for the principal to share what he has learned at his own school.

Our teachers are constantly sharing effective practices with each other to raise test scores through weekly articulation sessions and professional development days. We refuse to have good ideas contained within a single classroom or grade level and seek to spread them throughout the school. We frequently have teachers from other schools visit us to observe our most effective practices. We have even had teachers visit our school from Japan.

One small example of "sharing lessons learned" follows. Waialua Elementary and a couple of other schools in our district began to use a new reading practice program called "KidBiz," from a company called Achieve 3000. This web-based program provides all students with a reading assessment that determines each student's Lexile reading score. The program then provides classrooms with news reports from the Associated Press, with articles calibrated for each student's individual reading level. This program provides students differentiated reading practice, a powerful support for student achievement. .

Waialua Elementary, along with a couple of other schools that pioneered this program, was able to share its success with the program with our colleagues. This led to the adoption of the program by our district. Then, the success enjoyed by our district led to the program being adopted state-wide.

1. Curriculum:

Waialua's curriculum and instruction plan follows the Hawaii Content and Performance Standards for each specific grade, these are the areas addressed within the content areas:

Language Arts:

- Word attack skills
- Comprehension strategies (responding to the passage through summarizing, making inferences, judging the author's craft and analyzing the message.) Accelerated Reading and Achieve 3000 program for differentiated practice.
- Vocabulary (Wordly Wise 3000 program)
- Writing and speaking, (communicating with clarity, organization, voice and meaning),
- Diverse genres (fairy tales, fables, biographies, novels, expository)

Math:

- Number sense,
- Number and operations,
- Geometry,
- Data analysis,
- Measurements
- Accelerated math and Math Wiz for differentiated practice.

Social studies:

Demonstrates an understanding of big ideas in:

- Self and Family,
- Community,
- Geography,
- American History,
- Hawaiian history,
- World History.

Science

Understanding of scientific inquiry and the scientific approach to solving problems.

Understanding big idea and concepts in:

- Biological science,
- Physical science,
- Space science

Instruction is delivered in multiple ways to meet the unique learning modes of all Waialua students. Direct instruction provides students with a clear picture of what needs to be learned. Teachers share with students and parents what they are expected to know or do with models of quality and rubric for quality. Students are given opportunities to practice and assess how well they are learning or meeting the expectations. Students self assess their work based on the exemplars and rubrics, and make the appropriate corrections. Students do peer assessments and provide each other constructive feedback, making the students accountable for the learning and for helping each other succeed.

Feedback is provided to students in order to help them clearly understand what the expectations are and to recognize quality work. Most of the reading, writing and math instruction are done through small group direct instruction. In addition the content area that the fourth to sixth graders are involved in use tools for learning.

The Advancement via Individual Determination college readiness program helps students take notes, ask and respond to high level thinking questions and work cooperatively. These tools are utilized and practiced by students learning in all content areas. Students work in study groups solving problems using their notes, asking questions, sharing ideas and instructing each other. Each member is accountable for their learning and for the learning of the group members with each person taking an individual assessment of what they are expected to learn. The lowest score in the group becomes each members score. This instructional strategy motivates students to teach each other, encourage each other and to keep everyone focused on meeting their end target. This also creates an environment of caring, risk taking and critical thinking.

Students are taught the skills of asking questions to clarify their understanding and encouraged to ask questions to get the support of their peers. Students are also responsible for writing an exit pass exhibiting what they have learned, how their new skill or knowledge will help them and how they know that they have learned it. This activity focuses the students and teachers on the target and being accountable.

Many students are better able to understand concepts and generalizations when they actively participate in the discovery of knowledge. Social studies, science and some math concepts and generalizations are taught through the following constructivist teaching technique; examine topics, develop problems/questions, collect information, organize and examine the information to see their relationship then draw conclusion or generalizations.

Lower achieving students need more direct instruction because of their limited vocabulary, experiences and background knowledge. This often affects their ability to apply the appropriate thinking strategies in drawing conclusions and make generalizations. They are instructed in small group settings so that interventions can be provided to facilitate these areas that need improvement. Lower achieving students are grouped and given, extra time, more opportunities to practice and immediate feedback from the teacher during the school day as well as after school.

Title 1 tutors work with individuals and groups of students in every class to supplement the instruction or provide more practice time. Students are also provided materials at their instructional level not one that would lead to frustration. Students are also tutored by their peers in heterogeneous study groups.

Lower achieving students are assessed every two weeks to monitor their progress and to adjust their instructional plan in order to insure success in meeting the targets.

Visual and fine arts, along with physical education, are addressed on two levels. The first level is within the regular homeroom classes where the Hawaii State art and physical education standards are taught. Students enjoy the full gamut of art instruction in their homeroom classes, from painting to music to dance. Homeroom classes also address the physical education standards with an emphasis on movement and team games, like kickball, and lessons on nutrition and wellness.

Our extracurricular "academies" are the second level on which we address the arts and physical education. Our academies are taught in the afternoons four days a week. Students are enrolled into the extracurricular academies based on their preferences. Academy offerings include the Hawaiian Dance Academy, the Keyboard Academy, the Healthy Heart Academy, Organic Gardening Academy and so on.

We also participate in a federal program that provides our students with fresh fruits and vegetables three times a week during recess time to promote a healthy lifestyle. A weekly close-circuit television show is produced to teach students about the health benefits of making healthy choices for snack. Teachers do follow up activities with the fruits and vegetables in their language arts and math class.

2. Reading/English:

The many professional development opportunities, teacher dialogs, classroom visitation, and in house discussions, only confirmed what the teachers of Waialua Elementary have long believed and practiced

within their classrooms, that reading is a combination of the ability to connect the written symbols to sounds that become meaningful words. To make sense of what is written by connecting it to background knowledge of the vocabulary and content, putting them together to create a picture in the student's mind and having that understanding that those single written words can be joined to form complete ideas.

Through years of reading, testing hypothesis and developing a common understanding, the school developed a curriculum based on the Hawaii State Common Core Standards. Waialua Elementary has written out clear end of the year targets and purchased and developed assessment tools to monitor student progress and to evaluate the final outcome. Teachers meet to analyze data and reflect on their instruction and make changes or to raise academic achievement.

The school's reading curriculum integrates literature, science and social studies text; response to reading by writing summaries, inferences and analysis; and vocabulary development through "anchored word instruction." All students read passages from various genres and write appropriate summaries. Students are instructed on the elements of different genres, the text structure of narrative and expository passages and write their summaries and reasonable inferences.

Kindergarten to second grade focuses on learning to read. Kindergarten curriculum is a systematic phonics approach using direct instruction and application of these skills to read words, sentences and passages as the sounds are being learned. Students must first practice phonemic awareness, learn to listen, orally take words apart and put them together. When this skill is mastered students learn to identify letter symbols and the sounds related to the symbols to create words. By the end of Kindergarten, students are expected to read a first grade level passage fluently at the rate of 45 words per minute, 65 words a minute in the first grade and 85 words a minute in the second grade. Students are assessed and provided differentiated support by tutors during and after school.

In the upper grades, students read to learn, ask appropriate questions and take notes. They organize their information and write summaries, write reports or use the information to support their thesis. Students are instructed in the skill of research and note taking. To supplement students' reading instruction and provide differentiated practice, Accelerated Reading and Achieve 3000 computer-based programs are implemented.

3. Mathematics:

Waialua Elementary puts a strong emphasis on developing "number sense," an intuitive understanding of numbers, their magnitude, relationships and how they are affected by operations. Real world application is integrated into daily classroom lessons and activities, giving students a conceptual understanding of mathematical operations.

"Investigations" is the core math curriculum and is based on an inquiry or constructivist model of teaching. The program has a strong emphasis on manipulatives, visuals and repetitive game play so that children experience math instead of doing reams of worksheets to make math a memorized, mechanical process.

While Waialua Elementary has had success with the "Investigations" curriculum, they are seeking to supplement the curriculum and give students more differentiated practices. Waialua's teachers have begun to implement the Singapore Math Model Drawing strategies. Singapore Math is a user friendly strategy for solving math problems, giving students a progression to follow that includes representing relationships between the problem variables with bar graph models. It has been a very helpful program for the visual learners.

Waialua Elementary has also found that students need quite a bit of practice in becoming confident and effective math problem solvers. Yet, practice cannot be "one size fits all." If you give twenty students worksheet from a canned program, you are not giving them effective practice, since this may not meet the needs for all. This may mean that only part of your class is getting effective practice from a non-differentiated assignment.

Waiialua Elementary is currently piloting two new math programs to provide students differentiated practice. The first program, MathWhizz, is a web based math tutorial program that gives students an assessment to determine their “math age,” then provides them with an individualized tutoring program. The program includes cartoon graphics and allows students to earn trophies and buy virtual pets based on their progress. The program is great for general math practice.

The second program is Accelerated Math. It also gives students a math assessment; however, unlike MathWhizz, Accelerated Math has a library of math objectives and assignments that are exactly calibrated to the Hawaii state math standards. Teachers put students into math groupings based on their performance and then assign them a group of objectives based on their needs. A struggling student can be assigned math practice from earlier grades while a more advanced student can be assigned objectives from the next grade. A student who is very good at numbers and operations, but struggles with geometry can be assigned objectives for that particular area of weakness. The math program is defined by an emphasis on number sense and differentiated practice.

4. Additional Curriculum Area:

Technology needs to be an integral part of daily life for the students to become responsible citizens of the world. They need to be aware of their responsibility as users of technology; therefore, Waiialua students learn the responsible use of technology and are given a license to use technology. They are taught technology tools to seek information, communicate ideas, and to apply skills and knowledge.

Students participate in professional development training along with their teachers. They learn new programs and potential application of the program that support student achievement. When students become excited and motivated, teachers can teach and students will learn. Through professional development, teachers learned how to create blogs and wikis, use iPod and other multimedia programs such as Garage Band and iMovie.

Students learned to research, write papers, create scripts, find pictures, and collect or create video clips to express their learning and ideas. They also used iMovie and Garage Band software programs to create blogs. The opportunity to create the blogs was an incentive for students to learn new concepts. If students could demonstrate that they had gained an understanding of concepts such as percentages or fractions, they were given time to write their scripts explaining the concept. This information was put on a blog. Students teams also learned, researched, wrote and developed math skills in a similar way and found it both motivating and exciting to cooperate and solve problems together.

Technology is integrated in every curriculum area. There are supplemental on-line programs to provide students with extra practice and application of what they are learning in math and reading. Students in lower grades produce books by writing stories and illustrating them on the computer. They read and record themselves on the computer to improve their reading and fluency. Students work on math problems and receive immediate feedback to correct their errors. Programs like Achieve 3000 provide additional support in both reading and math.

5. Instructional Methods:

It is a philosophy of Waiialua Elementary that all students can learn and should be provided an equal opportunity to learn. The Waiialua classrooms are made up of students with diverse needs and strengths. Students are assessed and grouped according to needs based on academic targets. Teachers differentiate based on reading ability, learning style, interest, and specific needs. Teachers provide large group, small group and individual instruction. An aid or tutor in every classroom is available to support differentiation. Computer programs such as Kidbiz, Accelerated Reader, Math Wiz and Accelerated Math also provide differentiated instruction and practice.

Special Education students are included in regular education classes, held to the same expectations and provided with additional support and accommodations to ensure success. Teachers break up learning targets into smaller chunks, where a novel might be read a chapter at a time, retold and graphically

organized to note the elements of a narrative. Teachers model what good readers do to guide students to apply the same strategy to their reading with students reflecting on what they did that helped them comprehend. Lessons may be re-taught several times and connections shown and made to help students see how one activity is similar to another.

Students use multimedia tools to create a story that demonstrates their understanding or the application of what they have learned. Creating blogs, videotaping their lessons and placing them on computers for their peers to view provides opportunities for students to utilize and expand their skills within the academies.

Four days a week, students engage in an academy of their choice. The academy addresses the diverse talent and affinities of students, seven intelligences (linguistic, logical mathematical, bodily kinesthetic, musical, spatial, interpersonal and intrapersonal) are addressed in the fifteen different academy classes. Students who enjoy art take art; those that are interested in linguistics take Readers Theater or broadcasting, etc. The academies build confidence and give a sense of self worth. They provide an opportunity for students to experience learning in a different way as well as express what they have learned in a mode of their choosing.

6. Professional Development:

Waiialua Elementary has developed programs and activities in four areas: student motivation; differentiated instruction; professional development; and clear targets based on the Core Curriculum to raise student achievement. The skill and knowledge of the teacher directly affect student academic success.

Weekly staff meetings are often replaced by professional development and provide staff members with opportunities to articulate, reflect, share and develop instruction that increase student achievement. Teachers meet to address data collected from the quarterly assessments for math and reading that is shared on a “Data Wall”. The “Data Wall” shows teachers where students in every classroom are at the start of the year, the middle of the year and at the end of the year. Teachers examine student work for patterns and make inferences on what areas need to be addressed. Teachers share their successes to support their fellow teachers with students who are at risk opening their classroom for others to observe.

Teachers in Professional Learning Communities establish specific targets and design effective lessons to improve achievement. The data is used to drive instruction and these targets are monitored throughout the year. Professional development is led by the curriculum coordinator, the district resource person and/or the administrator. Teachers read research about the problem(s) being addressed; the curriculum coordinator leads the discussion to clarify and develop a clear understanding of the research, and then based on what was learned teachers develop lessons. The lessons are implemented and student work is analyzed to see how the lesson affected student achievement.

Often the question, “How can we best improve the achievement of our struggling students?” arises. Effective instructional strategies are developed and strategies to motivate students to learn are discussed and identified. In these classes, students chart out their goals and monitor the progress towards these goals with rewards given for meeting their goals. All students are expected to meet their goals and to produce quality work independently and accurately.

The Waiialua Elementary teachers attend district workshops on Understanding by Design by Grant and Wiggins, Singapore Math, Mathematical Patterns by Greg Tang and computer program implementation. The teachers also attend national conferences on differentiation, Math Investigation, the technology conference, International Society of Technology Education, Enhancing Education through Technology (EETT) and Advancement via Individual Determination(AVID) a college readiness program.

Teachers are open to any professional improvement opportunities to enhance their knowledge and skills. All teachers have access to the “School Improvement Network” or PD360 where they can view video clips on specific educational strategies and programs to support their needs or interest.

7. School Leadership:

The time children spend at Waialua Elementary puts an indelible stamp on the rest of their lives, therefore, everyone involved has a professional duty to seek personal excellence and strive for collective greatness. This requires everyone to step up and find a way to help make our school and students successful.

The role of the principal in this philosophy is to:

- Model a relentless effort and focus for personal and professional growth directed towards student achievement.
- Clarify and prioritize essential learning targets for students that are objective and measurable.
- Maintain a comprehensive system of assessments and data collection to show student and school progress towards achievement goals.
- Provide teachers the opportunity to work as a team, reflecting on results and seeking opportunities to improve instruction.
- Empower staff to be innovative and action oriented.
- Make certain students and teachers never lack the resources, support, and access to technology they need to succeed.

The principal and leadership team have set common student achievement targets that apply to all children from grades K-6. These targets address reading decoding, reading comprehension, reading response, math number sense, general math skills, and targeted habits of behavior, called “General Learner Outcomes.” Data on these indicators are collected and monitored continuously throughout the year, we don’t just collect data; we respond to it.

The principal and curriculum coordinator spend endless hours in classrooms helping teachers responding and understanding data to improve their craft by offering support and feedback.

Teachers are expected to step up and be leaders. Each grade level of teachers is considered a Professional Learning Community (PLC). Teachers are given weekly articulation time after school as well as additional hours to meet as a team to examine student work and achievement data. Teachers use this time to focus on student learning, improve instruction and develop effective interventions for struggling students.

Grade levels share the results of their PLC reflections and the initiatives they’ve implemented with the rest of the staff through dedicated articulation time and Grade Level Chair meetings. Every important curriculum decision is made with teacher feedback and input. Most curriculum initiatives adopted by the school were researched and piloted by the classroom teachers internally, rather than being imposed “top down.”

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: Hawaii State Assessment

Edition/Publication Year: Yearly Publisher: Hawaii Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient	66	65	69	67	51
Exceeds	45	44	48	41	7
Number of students tested	71	71	80	73	59
Percent of total students tested	99	97	100	99	97
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	2
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient	64	61	58	56	43
Exceeds	43	42	43	26	7
Number of students tested	42	38	40	39	30
2. African American Students					
Proficient					
Exceeds					
Number of students tested					
3. Hispanic or Latino Students					
Proficient					
Exceeds					
Number of students tested					
4. Special Education Students					
Proficient	27				
Exceeds	18				
Number of students tested	11				
5. English Language Learner Students					
Proficient			54	80	
Exceeds			23	40	
Number of students tested			13	10	
6. Native Hawaiians or Pacific Islanders					
Proficient	52	58	68	56	40
Exceeds	35	39	44	26	0
Number of students tested	23	33	34	34	15
NOTES: blank =					

11HI3

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: Hawaii State Assessment Program

Edition/Publication Year: Yearly Publisher: Hawaii Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient	77	83	76	75	59
Exceeds	18	25	16	23	3
Number of students tested	71	71	80	73	59
Percent of total students tested	99	97	100	99	97
Number of students alternatively assessed	0	0	0	0	1
Percent of students alternatively assessed	0	0	0	0	2
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient	76	79	65	67	60
Exceeds	17	24	15	13	3
Number of students tested	42	38	40	39	30
2. African American Students					
Proficient					
Exceeds					
Number of students tested					
3. Hispanic or Latino Students					
Proficient					
Exceeds					
Number of students tested					
4. Special Education Students					
Proficient	18				
Exceeds	0				
Number of students tested	11				
5. English Language Learner Students					
Proficient			62	70	
Exceeds			8	10	
Number of students tested			13	10	
6. Native Hawaiian or Pacific Islander					
Proficient	74	76	79	68	47
Exceeds	4	15	12	12	0
Number of students tested	23	33	34	34	15
NOTES: blank =					

11HI3

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: Hawaii State Assessment Program

Edition/Publication Year: Yearly Publisher: Hawaii Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient	58	48	58	59	48
Exceeds	27	27	18	25	8
Number of students tested	78	85	71	56	65
Percent of total students tested	96	98	100	97	94
Number of students alternatively assessed	0		0		0
Percent of students alternatively assessed	0	1	0	2	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient	53	50	41	53	34
Exceeds	19	24	15	22	6
Number of students tested	43	46	39	32	32
2. African American Students					
Proficient					
Exceeds					
Number of students tested					
3. Hispanic or Latino Students					
Proficient					
Exceeds					
Number of students tested					
4. Special Education Students					
Proficient		30			
Exceeds		10			
Number of students tested		10			
5. English Language Learner Students					
Proficient		47			10
Exceeds		7			0
Number of students tested		15			10
6. Native Hawaiian or Pacific Islander					
Proficient	50	41	44	54	43
Exceeds	22	22	9	31	4
Number of students tested	32	37	34	13	23
NOTES: blank =					

11HI3

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: Hawaii State Assessment Program

Edition/Publication Year: Yearly Publisher: Hawaii Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient	90	74	68	64	68
Exceeds	33	12	11	9	8
Number of students tested	78	85	71	56	66
Percent of total students tested	96	98	100	97	96
Number of students alternatively assessed	0	1	0	1	0
Percent of students alternatively assessed	0	1	0	2	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient	91	70	54	53	63
Exceeds	30	7	5	3	3
Number of students tested	43	46	39	32	32
2. African American Students					
Proficient					
Exceeds					
Number of students tested					
3. Hispanic or Latino Students					
Proficient					
Exceeds					
Number of students tested					
4. Special Education Students					
Proficient		40			
Exceeds		20			
Number of students tested		10			
5. English Language Learner Students					
Proficient		60			20
Exceeds		0			0
Number of students tested		15			10
6. Native Hawaiian or Pacific Islander					
Proficient	81	78	53	69	65
Exceeds	22	8	6	0	0
Number of students tested	32	37	34	13	23
NOTES: blank = < 10 students					

11H13

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: Hawaii State Assessment

Edition/Publication Year: Yearly Publisher: Hawaii Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient	53	52	65	63	40
Exceeds	20	22	42	42	3
Number of students tested	76	67	55	72	72
Percent of total students tested	97	99	100	99	100
Number of students alternatively assessed	0	0		0	0
Percent of students alternatively assessed	0	0	2	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient	50	36	59	54	32
Exceeds	18	13	37	36	0
Number of students tested	44	39	27	39	34
2. African American Students					
Proficient					
Exceeds					
Number of students tested					
3. Hispanic or Latino Students					
Proficient					
Exceeds					
Number of students tested					
4. Special Education Students					
Proficient	40			50	
Exceeds	0			20	
Number of students tested	10			10	
5. English Language Learner Students					
Proficient	40			42	
Exceeds	10			17	
Number of students tested	10			12	
6. Asian					
Proficient	48	55	71	58	62
Exceeds	16	15	33	35	4
Number of students tested	31	20	24	26	26
NOTES: blank =					

11HI3

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: Hawaii State Assessment Program

Edition/Publication Year: Yearly Publisher: Hawaii Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient	80	73	75	75	44
Exceeds	18	18	16	14	0
Number of students tested	76	67	55	72	72
Percent of total students tested	97	99	100	99	100
Number of students alternatively assessed	0	0		0	0
Percent of students alternatively assessed	0	0	2	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient	80	59	85	72	41
Exceeds	14	10	7	10	0
Number of students tested	44	39	27	39	34
2. African American Students					
Proficient					
Exceeds					
Number of students tested					
3. Hispanic or Latino Students					
Proficient					
Exceeds					
Number of students tested					
4. Special Education Students					
Proficient	60			60	
Exceeds	0			0	
Number of students tested	10			10	
5. English Language Learner Students					
Proficient	50			42	
Exceeds	0			0	
Number of students tested	10			12	
6. Native Hawaiian or other Pacific Islander					
Proficient	76	61	50	80	26
Exceeds	10	6	10	12	0
Number of students tested	29	33	10	25	27
NOTES: blank =					

11HI3

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 6 Test: Hawaii State Assessment

Edition/Publication Year: Yearly Publisher: Hawaii State Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient	83	69	68	60	28
Exceeds	52	44	46	29	0
Number of students tested	69	61	69	68	81
Percent of total students tested	100	100	99	96	100
Number of students alternatively assessed	0		0	0	0
Percent of students alternatively assessed	0	2	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient	73	62	66	59	19
Exceeds	41	38	42	17	0
Number of students tested	41	37	38	29	43
2. African American Students					
Proficient					
Exceeds					
Number of students tested					
3. Hispanic or Latino Students					
Proficient					
Exceeds					
Number of students tested					
4. Special Education Students					
Proficient		18	20		
Exceeds		0	0		
Number of students tested		11	10		
5. English Language Learner Students					
Proficient					
Exceeds					
Number of students tested					
6. Asian					
Proficient	73	75	81	68	21
Exceeds	50	46	46	40	0
Number of students tested	22	24	26	25	34
NOTES: blank =					

11H13

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 6 Test: Hawaii State Assessment

Edition/Publication Year: Yearly Publisher: Hawaii Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient	78	79	67	71	54
Exceeds	23	39	39	21	2
Number of students tested	69	61	69	68	81
Percent of total students tested	100	100	99	96	100
Number of students alternatively assessed	0		0	0	0
Percent of students alternatively assessed	0	2	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient	68	70	66	62	44
Exceeds	15	35	34	10	0
Number of students tested	41	37	38	29	43
2. African American Students					
Proficient					
Exceeds					
Number of students tested					
3. Hispanic or Latino Students					
Proficient					
Exceeds					
Number of students tested					
4. Special Education Students					
Proficient		36	10		
Exceeds		9	0		
Number of students tested		11	10		
5. English Language Learner Students					
Proficient					
Exceeds					
Number of students tested					
6. Asian					
Proficient	86	83	65	68	29
Exceeds	18	38	35	20	0
Number of students tested	22	24	26	25	34
NOTES: blank =					

11H13

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient	64	58	65	62	41
Exceeds	35	34	39	35	4
Number of students tested	294	284	275	269	277
Percent of total students tested	98	98	100	97	98
Number of students alternatively assessed					
Percent of students alternatively assessed	0	1	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient	60	52	57	55	61
Exceeds	30	29	34	26	3
Number of students tested	170	160	144	139	139
2. African American Students					
Proficient					
Exceeds					
Number of students tested					
3. Hispanic or Latino Students					
Proficient					
Exceeds					
Number of students tested					
4. Special Education Students					
Proficient	20	21	24	31	11
Exceeds	6	3	12	10	0
Number of students tested	35	33	33	29	27
5. English Language Learner Students					
Proficient	57	48	64	59	14
Exceeds	24	14	21	26	0
Number of students tested	21	29	33	34	28
6. Native Hawaiian or Other Pacific Islander					
Proficient	59	46	52	53	31
Exceeds	28	23	29	25	1
Number of students tested	114	118	102	96	89
NOTES: blank = < 10 students					

11H3

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient	82	77	71	72	56
Exceeds	23	23	21	17	3
Number of students tested	294	284	275	269	278
Percent of total students tested	98	98	100	97	98
Number of students alternatively assessed					
Percent of students alternatively assessed	0	1	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient	79	69	66	64	51
Exceeds	19	18	16	9	1
Number of students tested	170	160	144	139	139
2. African American Students					
Proficient					
Exceeds					
Number of students tested					
3. Hispanic or Latino Students					
Proficient					
Exceeds					
Number of students tested					
4. Special Education Students					
Proficient	34	30	27	38	21
Exceeds	0	12	3	3	0
Number of students tested	35	33	33	29	28
5. English Language Learner Students					
Proficient	67	62	52	50	18
Exceeds	0	10	3	3	0
Number of students tested	21	29	33	34	28
6. Native Hawaiian & Other Pacific Islander					
Proficient	74	71	63	71	51
Exceeds	14	10	14	7	0
Number of students tested	114	118	102	96	89
NOTES: blank = < 10 students					

11H3